CALIFORNIA PROFESSIONAL LEARNING SYSTEM

ASSESSMENT AND EVIDENCE LOG FOR THE QUALITY PROFESSIONAL LEARNING STANDARDS

The Superintendent's Quality Professional Learning Standards (QPLS) are research-based criteria that serve as a foundation for all educator professional learning. They describe program quality by identifying the content, processes, and conditions inherent in effective professional learning. The QPLS identify essential elements of quality professional learning for teachers, administrators and other staff that cut across specific content knowledge, pedagogical and leadership skills, and dispositions.

The Superintendent has identified a clear outcome for professional learning – to continuously develop educators' capacity to teach and lead so that all students learn and thrive – and seven interdependent professional learning standards that focus on:

- Data
- Content and Pedagogy
- Equity
- Design and Structure
- Collaboration and Shared Accountability
- Resources, and
- Alignment and Coherence.

Purpose and Focus

Using the QPLS is valuable in helping educators keep focus on critical professional learning qualities while making decisions about goals, plans and evaluations in their own systems. For districts and/or schools to do this, requires that educators collaboratively engage in careful study and analysis about whether or not they are implementing professional learning based upon sound strategies and practices. The *QPLS Assessment and Evidence Log* is a tool for this purpose.

Description of the Assessment and Evidence Log

The *QPLS Assessment and Evidence Log* helps users in districts and/or schools to systematically look at their local professional learning activities against the research-based quality indicators for each of the seven QPLS. It has been designed to not only to assess professional learning action against individual quality indicators, but also to capture evidence of implementation or the rationale for gaps/challenges in planned action.

Together, these assessment features provide a single point-in-time benchmark and also guidance for next steps in extending or revising professional learning practices.

Ratings

For each indicator, users determine the status of current efforts - a level of implementation - and score the indicator from 0 to 4:

0	No observable or documented evidence
1	Initial discussions; planning stage
2	Early and/or small scale implementation
3	General implementation
4	Full implementation, including integration into one or more systems

Evidence or Rationale

For every rating, users provide notes about the evidence they have to support their judgment. These notes specifically document action that differentiates between the selected rating and the next lower one. If the rating indicates little or no action, users are asked to explain the obstacles or challenges preventing progress.

Assessment Audience – or Users

Rarely is a single person charged with determining the level of implementation or quality of a district's or school's professional learning. Rather, a team of people, each with differing roles, areas of expertise, and individual perspectives, comes together in a joint effort[a]. Individuals may use the *Assessment and Evidence Log*, but results are most useful when the assessment is part of a reflection activity that precedes group discussion, collaborative analysis, and shared decisions about improvements.

The QPLS *Assessment and Evidence Log* serves as a guide for district and/or school educators and stakeholders as they collectively review and assess evidence about their professional learning practices. The assessment helps educators and stakeholders develop a shared understanding of and vocabulary for professional learning. This supports them as they determine how the district or school is doing in implementing professional learning practices known to be most important in increasing adult learning and capacity related to increasing student learning and well-being. Working together, users can draw preliminary conclusions from the assessment that point out direction for course corrections and identified strengths from which to take next steps. (See ***Appendix A*** *for one process a group can use with the Assessment and Evidence Log.*)

Following Through on Results

After the assessment, what's the plan? Most leaders, educators and stakeholders will have determined how to use information gathered during the sassessment as part of their decision to engage in this assessment. However, the following prompts, adapted from Learning Forward[b], may offer additional areas of inquiry to consider in moving quality professional learning from planning to quality practice.

➢ From the information considered, what conclusions are evident? What other evidence or study is needed?

➢ What areas of professional learning require particularly close attention to ensure early successes?

➢ What are the indicators of success we expect to see in the short- and long-term if professional learning is strengthened?

➢ How will we share information from the assessment with those not involved in the committee or process? What information is most important to share and with whom?

➢ What did we learn about the assessment process and our capacity to evaluate our professional learning system in the future?

➢ What is or can be put in place to provide continuous monitoring and interim review processes of professional learning?

➢ What changes are needed in the roles and responsibilities of district and school administrators to ensure smooth implementation of professional learning changes? Will these shifts require changes in their authority?

There is little doubt that quality professional learning is a critical factor in building a strong and lasting foundation of excellent educators who are successful in teaching and supporting students. The *Quality Professional Learning Standards* describe elements necessary in effective systems, but are, in themselves, only a guide in instituting quality practices. Quality professional learning requires collaborative effort to implement evidence-based and equitable practices appropriate to the goals and context of the district or school. These include attentive monitoring, using a variety of data that informs mid-course corrections and checking on both efficiency and effectiveness. *The Assessment and Evidence Log* supports district and school educators and stakeholders in looking at their own professional learning practices and establishing productive next steps.

ASSESSMENT AND EVIDENCE LOG FOR THE QUALITY PROFESSIONAL LEARNING STANDARDS

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STANDARD: DATA
Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.

The QPLS data standard reinforces that it is good practice to use information and various sources of data to anchor decisions about planning, implementing, or assessing quality professional learning. Those responsible for improving educator effectiveness identify the starting point for improvement; apply the best known ways to improve knowledge and skills; and assess short- and long-term results. To help every student succeed, educators begin by looking at data describing: what students know and still need to learn; current professional capacity to address next steps; and the overall picture of school program effectiveness. With these data in hand, educators establish priorities that support extending and strengthening their capacity to address individual student needs and strengths. By reviewing disaggregated student, teacher and administrator, and program data, educators are able to focus on areas of professional learning that continuously improve the practices of individuals, teams, schools, and districts. When educators review professional learning experiences and results over time, they have the information required to evaluate whether professional learning efforts are having an impact on educator effectiveness and, ultimately, student performance.

Element A: Students' Capabilities and Needs - **Quality professional learning is informed by multiple measures of student data as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1a Disaggregated formative achievement data		
1b Disaggregated summative achievement data		
2 Disaggregated school climate data		
3 Family and community information		
4 Staff, community, family, and student opinions as perception data		

Element B: Educators' Capabilities and Needs - **Quality professional learning develops from an understanding of educators' current capacity and future development needs as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Data about educators' knowledge, skills, and dispositions		
2 Data from assessments, professional growth plans, formative feedback, and summative evaluation reports		
3 Assessments of ability to meet students' academic, cultural, social, physical, and emotional needs		

Element C: Program/School Quality - **Quality professional learning uses schoolwide information to determine the current policies, practices, and outcomes that are the most essential priorities as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Information from initiatives and improvement efforts that identify needed knowledge and skills		
2 Assessments of current program alignment with federal, state, and district expectations for safe and secure environments		
3 Student, educator, and school data considered in professional growth plans		

Element D: Continuous Review of Quality and Impact - **Quality professional learning continuously improves through regular and long-term review of its purposes, components, processes, and outcomes as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Participant feedback to assess levels of participation, satisfaction, usefulness, and learning		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

2	Changes and/or improvements in individual and collective practice		
3	School and student data assessing the impact of educators' learning on defined goals		

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

6

STANDARD: CONTENT AND PEDAGOGY
Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.

Quality professional learning focuses on the knowledge and skills that educators need in order to help students bridge the gaps between their current level of knowledge, skill, and understanding, and expected student outcomes. Therefore, opportunities for professional learning must focus educators' learning on teaching specific curriculum. In addition, skillful educators must have a deep understanding, not only of the disciplines they teach, but also of the progression of subject matter across grade levels, and of the ways students learn the content and apply it to engaging and challenging problems.

Educators must build a repertoire of instructional strategies that enable them to address new student standards—standards that require deeper, specialized knowledge of instructional strategies that are based in research, new technologies, better formative assessments, and improved ways of serving California's diverse student population. Professional learning also requires educators to develop expertise in designing and modifying curricula and instruction based on evidence of student progress; monitoring and adjusting implementation and change processes; learning how to collaborate with colleagues and experts; and providing constructive feedback.

Element A: Curriculum Content and Materials - **Quality professional learning builds educators' knowledge and understanding of subject-matter curricula and materials as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Knowledge of content required to meet state and district outcomes/standards for students		
2 Knowledge of subject-matter within educators' own discipline and across other disciplines		
3 Use of curriculum frameworks, instructional materials, equipment, and technology that support subject-matter content		
4 Use of adaptive and linguistically and culturally responsive materials		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

7

Element B: Pedagogy - **Quality professional learning expands educators' instructional and assessment skills, practices, and behaviors as evidenced by:**

Indicator		Evidence or Obstacles	Rating 0-4
1	Differentiated instructional approaches for various content areas and diverse student learning needs		
2	Opportunities to practice and receive feedback on new skills		
3	Instructional techniques and strategies that apply to both educators and students		
4	Use of formative and summative assessments to plan and modify content and instruction		

Element C: Learning Support - **Quality professional learning develops educators' attitudes, beliefs, and dispositions to ensure differentiated student support as evidenced by:**

Indicator		Evidence or Obstacles	Rating 0-4
1	Modifications and scaffolding to instruction		
2	Support for educators to build flexible learning opportunities		
3	Practices that support students' academic, cultural, social, physical, and emotional well-being		
4	Data on students' participation, engagement, connection, and sense of belonging		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

Additional Notes:

0 - No observable or documented evidence   **1** - Initial discussions; planning stage   **2** - Early and/or small scale implementation
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9

STANDARD: EQUITY
Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

In order to help every student meet new, more rigorous performance expectations, educators must understand the challenges and opportunities each student faces in achieving them. When educators have access to quality professional learning, they gain new knowledge and skills to extend their own experiences related to different equity perspectives, including race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status on learning. Quality professional learning supports educators in examining their personal attitudes and biases and understanding their roles in creating equitable student learning and performance outcomes. Together, educators learn about and practice how to apply theories and principles of equity that can result in policies and actions that ensure equitable access, opportunities, and outcomes for all students. When educators use an equity lens to address teaching, learning, student discipline, school culture, family involvement, and other programmatic areas, they increase their impact on schooling for all students, especially those who are vulnerable or historically underserved.

Element A: Academic Equity - **Quality professional learning increases educators' capacity to improve learning outcomes for all students, with a focus on those with disabilities; cultural, racial, and linguistic differences; and disadvantaged socioeconomic backgrounds as evidenced by:**

Indicator		Evidence or Obstacles	Rating 0-4
1a	Disaggregated summative achievement data		
1b	Disaggregated formative achievement data		
2	Disaggregated perception data		
3	Evidence-based instructional strategies responsive to students' diverse needs		
4	Increased understanding of the connection between students' abilities, perspectives, and potential contributes and student learning		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

10

Element B: Systemic Equity - **Quality professional learning helps educators develop equitable and inclusive policies and align them with implemented practices as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Equitable access to effective professional learning and support		
2 Changed school and district policies that address systemic inequities for students		
3 Reduction of overrepresentation or underrepresentation of students in specialized educational programs		

Element C: Climate Equity - **Quality professional learning facilitates safe, fair, and respectful school environments for all students and improves educators' understanding of the cultural, intellectual, social, emotional, and physical needs of each learner as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 School culture focused on opportunities for students to learn		
2 Messages of high expectations; opportunities for meaningful participation; and trusting relationships		
3 Support for the cultural, intellectual, social, emotional, and physical development of each learner		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
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12

STANDARD: DESIGN AND STRUCTURE
Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.

As is the case with students as learners, educators as learners benefit from multiple opportunities to learn. Those responsible for developing quality professional learning design it to address the learning priorities of educators, supporting them to continuously improve practice across their careers. At the core of decisions about how to design and structure quality professional learning is the principle of planning and organizing processes that actively engage educators in inquiry centered on authentic problems, and instructional practices to improve student performance. Quality professional learning is also designed to be job-embedded, that is, situated as realistically as possible in the work setting of the learner so that theoretical learning and its practical application are directly linked. Learning activities may take on various forms, for example, a study group, coaching network, web-based workshop, learning community, collaborative committee, or curriculum development group. They may vary in time duration, be scheduled within or outside of the regular school day, or be synchronous or asynchronous technology-based designs. However, all quality professional learning must provide for intensity, follow through, and continuity. Taken together, the various designs and structures provide educators opportunities for differentiated learning experiences that are best suited to their individual and collective goals.

Element A: Focus and Time - **Quality professional learning is purposeful, focused, and sustained over time as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Clearly identified purposes related to educator needs		
2 Ongoing and consistent effort		
3 Dedicated time, within the school schedule, for educator learning, practice, reflection, and collaboration		
4 Extended time opportunities for educator learning, practice, reflection, and collaboration		

0 - No observable or documented evidence   **1** - Initial discussions; planning stage   **2** - Early and/or small scale implementation
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13

Element B: Embedded in Practice - **Quality professional learning provides many opportunities for educators to analyze their practice and apply new learning as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Use of problems of practice		
2 Practice and implementation of new learning		
3 Frequent reflection, feedback, and support		

Element C: Differentiation - **Quality professional learning is relevant -- building on the skills, knowledge, and learning needs of educators across career stages, grade levels, assignments, and contexts as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Professional growth plans that reflect coaching recommendations, schoolwide and district goals, and educator needs and perspectives		
2 Changes in knowledge, skills, and dispositions across career stages		
3 Attention to grade level; subject matter; and school setting, performance, and demographics		

0 - No observable or documented evidence   **1** - Initial discussions; planning stage   **2** - Early and/or small scale implementation
3 - General implementation   **4** - Full implementation, including integration into one or more systems

14

Element D: Active and Varied Methods of Learning - **Quality professional learning employs diverse, research-based learning designs, with an emphasis on the active engagement of educators as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Educators' interaction with content and with one another		
2 Involvement in processes that are focused on schoolwide goals and educators' interests, needs, and learning styles		
3 Opportunities to analyze, apply, and engage in evidence-based practices		
4 Use of technology to enhance and extend learning opportunities		

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

15

STANDARD: COLLABORATION AND SHARED ACCOUNTABILITY
Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

Learning is an active, social process of constructing understanding and meaning. Professional learning research confirms this concept and shows that educators improve when they work in community—building common goals, exchanging practices, and sharing accountability for outcomes. While educators can individually engage in some types of professional learning, tasks such as evaluating and solving problems of practice or implementing evidence-based instructional practices, are usually best accomplished peer-to-peer or collectively. When successfully facilitated, collaboration among educators capitalizes on their multiple perspectives and experiences and distributes responsibilities across the group so there is sustained interest and long-term focus on problem solving and improving practice.

To have the greatest impact on increasing educator and student results at the school site or district level, quality professional learning must include broad, collaborative participation from, for example, the principal, content and special assignment teachers, nurses, librarians, counselors, technology specialists, and other instructional and support staff. When additional expertise or support is needed to address professional learning goals, educators may choose to work with collaborators who are external to the site and who can offer needed options that are meaningful, relevant, and results oriented. Roles of participants vary widely across districts and schools depending on the local context. However, educators, regardless of roles, share responsibility to effectively address student learning needs and are accountable for continuously developing individual and collective expertise to do so successfully.

Element A: Collaborative Culture - **Quality professional learning builds a culture of collaboration and mutual trust by facilitating opportunities for educators to work together to strengthen their practice and improve student learning as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Professional communities of practice that support mutually agreed-upon student learning goals and outcomes		
2 Clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment		
3 Common terminology and group process skills involved in establishing and sustaining a professional community of practice		
4 Collective learning structured around a cycle of continuous learning and improvement		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

5	Peer observation, common planning, and experimentation with feedback	

Element B: Shared Accountability - **Quality professional learning builds the capacity of educators to commit to shared ownership and accountability for effective professional practice and student learning as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Educators holding themselves and their peers accountable for upholding professional standards and improving student learning outcomes		
2 Educators identifying personal challenges and receiving constructive support from their peers		
3 Educators trying new approaches and sharing results with colleagues		
4 Using the expertise of educators within schools or districts		

Element C: External Networks - **Quality professional learning includes external collaborations that provide effective options for educators with diverse experiences and needs to improve their practice as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Working with and evaluating external professional learning providers		
2 Including families, community members, regional partnerships, institutions of higher education, professional organizations and others as professional learning providers and partners		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

3	Opportunities for educators and external collaborators to exchange promising practices and resources		
4	Relationships with networks that have specialized expertise or resources		
5	Use of technology that supports cross-community communications and extends educators' access to learning and resources		

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

18

STANDARD: RESOURCES
Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Professional learning is critical in increasing educator and school effectiveness and student growth. Opportunities for educators to engage individually and collectively in quality professional learning are possible when there are adequate resources such as staff, materials and technology, and time—all of which depend on availability of funding. Access to, quality of, and effectiveness of educator learning experiences depend upon whether and how these resources are prioritized to align with identified professional learning needs. To make decisions about equitably allocating resources for professional learning, those responsible must have a thorough understanding of varied student and educator learning needs and thoughtfully consider which priorities will lead to improved outcomes for all students and educators. Because resources for professional learning come from many sources—including government allocations, public and private agencies, and educators themselves—distributing, tracking and monitoring these resources is challenging. Understanding the sources, uses, and effects of professional learning resources and accurately tracking them provides educators and policymakers with information needed to make decisions about resource allocation and ways to improve the quality and results of professional learning.

Element A: Fiscal Capital - **Quality professional learning is supported by sufficient, sustainable funding leveraged from both current and new sources as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 A clear place in the budget		
2 The integration and application of multiple sources of funding		
3 A process to monitor how finances are used and the impact of investment on desired outcomes		
4 Achievement and perception data that establishes its value as an effective investment		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

Element B: Human Capital - **Quality professional learning utilizes various sources of expertise and experience to address individual and collective learning goals as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 The leadership of internal staff who present, facilitate, or coach targeted professional learning		
2 Flexible staffing arrangements that allow for peer-to-peer learning		
3 Engaging external expertise for identified needs		
4 Vetting external professional learning providers against rigorous criteria		
5 Using parents, community members, regional partnerships, institutions of higher education, county offices of education, and others as professional learning providers and partners		

Element C: Time - **Quality professional learning maximizes time for educators to engage in learning and collaboration, both within and outside of the school day as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Availability of time for ongoing and systematic collaboration and learning		
2 A cycle of activities spaced over time, including theory, demonstration, practice, feedback, reflection, and coaching		

0 - No observable or documented evidence   **1** - Initial discussions; planning stage   **2** - Early and/or small scale implementation
3 - General implementation   **4** - Full implementation, including integration into one or more systems

3	Increased time for collaboration and learning		
4	Practice-embedded learning and/or release time		

Element D: Equipment and Materials - **Quality professional learning ensures the availability of a variety of tools so that educators have equitable access to relevant and effective learning opportunities as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Technology that enables educators to learn and practice new skills		
2 Availability of equipment, print materials, and other supplies that support educators in meeting individual or collective learning goals		
3 ADA-compliant equipment and materials		
4 Resources shared across programs, schools, districts, and county, state, and federal providers that expand the use of equipment and materials		

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

21

STANDARD: ALIGNMENT AND COHERENCE
Quality professional learning contributes to a coherent system of educator learning and support that connects district, school, and individual priorities and needs with state and federal requirements and resources.

To create an aligned system, policymakers and educators develop a common purpose and a commitment to coordinate these efforts across federal, state, district, school and educator plans and learning opportunities. Initiatives that define and implement standards for education continue to be a strong policy lever to support all students to achieve at high levels, whether these efforts take the form of national curricula that define equitable expectations for all students or increased state expectations for school systems, schools, and educators. When combined with standards for school leadership, teaching, and student learning, the Quality Professional Learning Standards focus adult learning on high-leverage strategies that increase individual and collective educator and student effectiveness.

Quality professional learning, when implemented well, links federal, state, and local policy requirements and initiatives, across multiple systems. For example, the call for developing effective educators effectively and efficiently can be addressed when professional learning outcomes are aligned across state-level educator preparation and licensure programs, district-level induction practices, collective results from professional growth plans, and site-level personnel evaluation processes and. This enables educators to focus goals, group learning objectives, form learning communities, pool resources, and share their results and best practices with each other across grades and teams. Quality professional learning is a conduit for building a coherent system of developing and supporting effective educators throughout their careers.

Element A: Policies and Regulations - **Quality professional learning integrates policy expectations into strategies that are focused on identified needs within local contexts as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Use of local goals and state direction to meet federal laws and guidelines		
2 Addressing preparation, licensing, induction, practice, and evaluation guidelines		
3 Implementation of content and pedagogy that aligns with national, state, and local curricula and assessments		
4 Learning and practice activities that are directed toward meeting educators' professional and performance standards		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

Element B: District and School Alignment - **Quality professional learning provides ways for districts and schools to link educators' growth goals, expertise, and resources across multiple initiatives, programs, agreements, and improvement efforts as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Clear, written district policy regarding professional learning		
2 Classroom, school, and district goals for student and educator growth aligned with policies, structures, and practices are aligned		
3 Coordinated district, school, and individual professional growth plans		
4 Professional learning as a critical component of districts' educator support and evaluation systems		
5 Inclusion in local labor agreements		

Element C: Professional Career Continuum - **Quality professional learning is a part of a seamless system that provides increasingly more complex opportunities for educators to learn and practice skills that advance expertise throughout their careers, and that makes leadership roles available as educators progress as evidenced by:**

Indicator	Evidence or Obstacles	Rating 0-4
1 Opportunities for candidates to assume novice educator roles		
2 Support for novice educators' to apply theoretical learning to real-world assignments		

0 - No observable or documented evidence   **1** - Initial discussions; planning stage   **2** - Early and/or small scale implementation
3 - General implementation   **4** - Full implementation, including integration into one or more systems

3	Opportunities for experienced educators' to continuously improve		
4	Opportunities for skilled veteran educators to assist novice educators and peers		

Element D: Professional Growth Plan - Quality professional learning is guided by personalized and focused individual professional growth plans that are aligned with system goals as evidenced by:

Indicator	**Evidence or Obstacles**	**Rating 0-4**
1 Plans that reflect educators' performance expectations and professional standards		
2 Plans that incorporate educators' experiences and perspectives to determine their learning goals and actions		
3 Plans that help each educator chart a path for development		
4 Opportunities for educators to share expertise and resources with peers who have similar goals		
5 Use of collective data from professional growth plans to support schools and districts in guiding decisions about professional learning		

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
3 - General implementation   4 - Full implementation, including integration into one or more systems

24

Additional Notes:

0 - No observable or documented evidence   1 - Initial discussions; planning stage   2 - Early and/or small scale implementation
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25

Appendix A

How To Use the Assessment and Evidence Log

The *Assessment and Evidence Log* can be used in more than one way. The following steps suggest one process that may be appropriate for various configurations of collaborative groups that may meet once or over time.

The leader(s) should

1. Determine the main purpose of engaging in the district or school assessment at this time. Are you mainly looking for areas of strengths to celebrate, gaps to target new efforts, or opportunities to link and integrate?

2. Identify whether work will focus on completing the whole assessment or target specific standard sections.

3. Convene a review team with members who represent a range of assignments, career stages, sites and/or perspectives so that ratings and sources of evidence are broad and deep. Ensure that the number of members on the team is large enough to represent varied experiences, but of a manageable size to allow for full engagement in discussions.

4. Ask each member to draft individual responses – using his or her own experiences – prior to the group meeting. However, remind members that they will need to consider other evidence or points of view when new information is introduced into group discussions later in the process.

5. Facilitate the meeting, depending on the scope of the assessment and size of the group, by breaking members into groups of 5-10. Assign the standard(s) and indicators to be discussed.

6. Have individuals in the small groups first share the evidence each found for the indicators. Ask them to discuss questions about the relevance of the evidence presented and areas of agreement or disagreement.

7. Ask members to re-consider their individual ratings in light of the group discussions about evidence and then share them with each other. Have them record the (range of) ratings to share with the larger group.

8. Record the (range of) ratings for each of the groups, noting similarities and differences. Facilitate a discussion of the whole group to reach consensus about the implementation status of the standard, if necessary, or explain the next steps in the assessment and follow through process. If multiple standards are part of the assessment, repeat the process.

Notes

(a) Killion, J. (2013). *Comprehensive professional learning system: A workbook for states and districts.* Oxford, OH: Learning Forward. p. 43.

(b) ibid. Adapted from Tool 7.6 *Implementation of state or district comprehensive professional learning system and professional learning plans.* pp. 193-194; Tool 8.1 *Guide to evaluation: Interpreting the analyzed data.* p.196.